



**TEACHING AND LEARNING VOCABULARY PROCESS TO
CHILDREN WITH MENTAL RETARDATION OF THE FIFTH GRADE
STUDENTS IN SDLB-C PURWOSARI KUDUS**

BY

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TEACHING TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2013



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SKRIPSI

Presented to the University of Muria Kudus

In Partial Fulfillment of the Requirements for Completing the Sarjana Program

in the Department of English Education

By

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ENGLISH EDUCATION DEPARTMENT

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MURIA KUDUS UNIVERSITY

2013

MOTTO AND DEDICATION

MOTTO

- ❖ *Set goal, make plan, get to work, stick to it, and reach the goal.*
- ❖ *Keep spirit and do the best.*
- ❖ *Allah loves someone who never hopeless.*

DEDICATION

This skripsi is dedicated to:

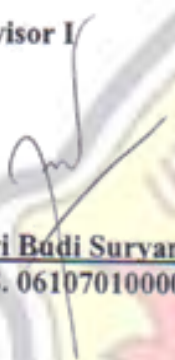
- ❖ *Allah SWT the Almighty and my prophet Muhammad SAW.*
- ❖ *My beloved Parents (Mr. Achsani, Mr. Sukawi & Mrs. Nurkholis) who give me love, pray, and support.*
- ❖ *My lovely husband, Zaenudin Khabib, Ma'e and Bu'e. I love you all.*
- ❖ *My beloved sisters (Putri Rachmawati) and my big family who always support and motivate me.*
- ❖ *My beloved best friends, Erni Susanti and Tutik Rochana who always support me.*
- ❖ *All my friends and lecturers in EED and Everyone who appreciate knowledge and education.*

ADVISORS' APPROVAL

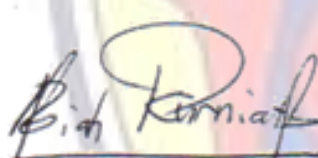
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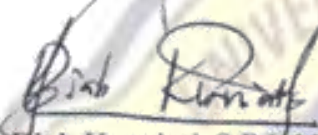
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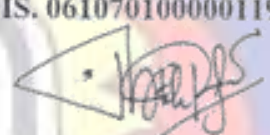
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1. Dr.Drs.Slamet Utomo, M.Pd as Dean of Faculty Teacher Training and Education.
2. Diah Kurniati, S.Pd.,M.Pd as the head of English Education Department Teacher Training and Education Faculty of Muria Kudus University and also as my second advisor.
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Finally, the writer hopes that this research can be beneficial.

Kudus, September 2013

The writer

ABSTRACT

Kurniawati, Indah. 2013. *The Teaching and Learning Vocabulary Process to Children with Mental Retardation of the Fifth Grade Students in SDLB-C Purwosari Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Fitri Budi Suryani, S.S., M. Pd. (2) Diah Kurniati, S.Pd, M.Pd.

Key Words: *teaching and learning vocabulary, mental retardation.*

Vocabulary is one of important component in learning English which is taught in elementary school. In fact, not only general elementary school taught English to their students but also elementary school for exceptional children (SDLB). One of types of Exceptional Children is mental retardation. Mental Retardation is defined as an IQ score below 70-75. Educational programs for those kind of students must be designed, implemented, and evaluated systematically so that decisions will be made that have an optimal effect on the development of each individual learner.

The objective of the research in this study is to describe the process of teaching and learning English for children with mental retardation of the fifth grade students in SDLB-C Purwosari Kudus and describe the problems appear in teaching and learning process. There are four aspects focused in teaching learning

process, those are curriculum, method of teaching, media, and evaluation system.

The research design for this study is case study that is analyzed through qualitative methods. The data is taken from observation and interview. The writer observes teaching and learning process and does interview to the English teacher.

From the finding of the research the objective is only introducing English words to the mentally retarded students in form of words. The type of syllabus used by teacher is topic-based syllabus. The material given to the children with mentally retarded in Elementary School is lighter. The method which is used by teacher in SDLB-C Purwosari Kudus is Communicative Language Teaching. The use of CLT is characterized by the involvement of the students in teaching-learning process; in here is use of question answer technique. The media are the concrete objects in surrounding. The kinds of evaluation are oral and written test. The problems appear come from the activity. They are: the different capability of the students, the students cannot developed their initiate, need long time to finish one topic, and the students still depend on the teacher to get new vocabulary.

Based on the finding, the writer suggests that the teacher should be patient in teaching children with mental retardation because of their characteristic. The teacher should make good relationship with the students in order that the teaching-learning process goes smoothly. The teacher should create the situation of teaching-learning process as comfortable as possible to support the process.

ABSTRAKSI

Kurniawati, Indah. 2013. *Proses Belajar Mengajar Vocabulary untuk Anak Tunagrahita Kelas V SDLB Purwosari Kudus*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, S.S., M. Pd. (2) Diah Kurniati, S.Pd, M.Pd.

Kata Kunci: proses belajar mengajar vocabulary, anak tuna grahita.

Bahasa inggris diajarkan di tingkat sekolah dasar. Salah satu komponen penting dalam pembelajaran bahasa inggris adalah *vocabulary*. *Vocabulary* English adalah kosa kata yang membangun suatu bahasa. Pada kenyataanya, bahasa inggris tidak hanya diajarkan di sekolah dasar umum akan tetapi juga diajarkan di sekolah khusus yaitu sekolah dasar luar biasa untuk anak berkebutuhan khusus. Salah satu anak yang berkebutuhan khusus adalah tuna grahita. Tuna grahita didefinisikan dengan IQ yang rendah yaitu dibawah 70-75. Program pendidikan untuk anak semacam ini haruslah didesain, diimplementasikan, dan dinilai secara sistematis sehingga pembelajarannya dapat optimal sesuai kebutuhan siswa.

Tujuan penelitian ini adalah untuk mendeskripsikan proses belajar mengajar *vocabulary* untuk anak tuna grahita kelas V di SDLB-C Purwosari

Kudus dan mendeskripsikan permasalahan yang muncul pada proses belajar mengajar. Ada empat aspek yang menjadi focus penelitian dalam proses belajar mengajar yaitu kurikulum, metode, media pembelajaran, dan sistem evaluasi.

Desain penelitian ini adalah studi kasus dengan metode kualitatif. Data diambil dari pengamatan dan wawancara. Pengamatan dilakukan untuk mengetahui proses belajar mengajar di kelas. Sedangkan interview dilakukan dengan guru bahasa inggris untuk mendapat informasi yang lebih lengkap.

Dari penemuan penelitian ini, kurikulum SDLB bertujuan hanya untuk memperkenalkan kata dalam bahasa inggris kepada siswa-siswanya. Tipe silabus yang digunakan yaitu silabus berdasarkan topik materi. Materi yang diajarkan lebih sederhana dan ringan. Metode yang digunakan oleh guru adalah CLT dimana metode ini melibatkan siswa untuk aktif berkomunikasi di dalam kelas dengan menggunakan teknik tanya jawab berupa benda nyata yang ada disekitar siswa. Sistem evaluasinya ada dua yaitu lisan dan tertulis. Permasalahan yang muncul dari proses belajar mengajar yaitu perbedaan kemampuan siswa, kurang mempunyai inisiatif, butuh waktu lama menyelesaikan satu topik, dan ketergantungan terhadap guru dalam pemerolehan kata baru.

Berdasarkan penemuan, penulis menyarankan bagi guru untuk lebih bersabar dalam mengajar dikarenakan karakteristik anak. Guru sebaiknya melakukan pendekatan kepada masing- masing siswa serta membuat situasi belajar senyaman mungkin agar siswa lebih aktif dan menerima pelajaran dengan baik.

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